DOCUMENT RESUME

ED 211 239 EC 012 724

AUTHOR Martinez Carrillo, Federico
TITLE Assessment of Title VII Bilingual Education Needs in the AIBEC Service Area: 1980-81.
INSTITUTION New Mexico Univ., Albuquerque. American Indian Bilingual Education Center.
PUB DATE 31 Mar 80
NOTE 40p.

EDRS PRICE MF01/PC02 Plus postage.
DESCRIPTORS Administrators; *American Indian Education; *American Indian Reservations; American Indians; *Bilingual Education; *Educational Needs; Education Service Centers; Elementary Secondary Education; *Instructional Improvement; Language Dominance; Language Usage; Navajo; *Needs Assessment; Paraprofessional Personnel; Parent Education; Training Methods
IDENTIFIERS Navajo (Nation); Pueblo (People); United States (Southwest)

ABSTRACT

A total of 150 questionnaires from directors, teachers, and paraprofessional personnel were used to ascertain local conditions and needs of 20 American Indian Title VII Projects and other educational programs within the American Indian Bilingual Education Center (AIBEC) service area in Arizona, Utah and New Mexico, and to assist AIBEC in making decisions concerning the types of training areas or other services which should receive priority in development and availability. A follow-up effort consisted of on-site visits and telephone interviews. Each project was asked to identify its training needs and the extent thereof and university/college courses which would help meet the needs of the bilingual staff. Navajo was the language reported for 87% of the students, 79% of whom were found in the Arizona projects and 21% of whom were found in the New Mexico projects. In-service workshops were preferred by 72% of the respondents as the type of activity for addressing training needs. The remaining 28% chose seminars or institutes. Results of the survey for each Title VII Project and other educational programs in AIBEC's service area who responded to the questionnaire were summarized, and the five training areas most frequently identified for each staff member were listed in the order of priority. (CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

AMERICAN INDIAN BILINGUAL EDUCATION CENTER

ED211239

1980–81
Assessment of Title VII Bilingual Education Needs in the AIBEC Service Area

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
✓ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RC 012724

College of Education
University of New Mexico
Albuquerque, New Mexico

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E.M. Carrillo
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AMERICAN INDIAN BILINGUAL EDUCATION CENTER

Main Office

College of Education
The University of New Mexico
Albuquerque, N.M. 87131
Telephone (505) 277-3551

Field Office

University of New Mexico Field Office
P.O. Box 1903
Window Rock, Arizona 86515
Telephone (602) 871-4301

Staff

Margaret M. Wilcox, M.A., Field Director
Federico Martinez Carrillo, Ph.D., Coordinator of Assessment and Evaluation
Joe R. Gonzales, M.A., Resource Materials Bank Coordinator
Angelina Frances Medina, M.A., Parent/Teacher Trainer
Laura Wallace, Navajo Parent/Teacher Trainer
Eddie Crank, Navajo Parent/Teacher Trainer
Louis Baca, Media Specialist
Jean Minor, Office Manager
Nora Garviso, Staff Secretary
Frances Tapia, Staff Secretary
Barbara Lyons, Staff Secretary
Teresa Natonabah, Field Office Secretary

Assessment of Title VII Bilingual Education Needs in AIBEC Service Area

Federico Martínez Carrillo, Ph.D.
Coordinator of Assessment and Evaluation
March 31, 1980

American Indian Bilingual Education Center
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Assessment of Title VII Bilingual Education Needs in AIBEC Service Area

Purpose of Study: The needs assessment study was designed to obtain information from American Indian Title VII Projects and other educational programs within the AIBEC service area. At present, as shown on the AIBEC Service Area Map (see next page), the American Indian Bilingual Education Center is serving twenty-two (22) American Indian Title VII projects representing five (5) language groups: Apache (Mescalero and Jicarilla), Navajo, Tanoan (Tewa, Tiwa, Towa), Zunean and Keresan. The underlying purpose of the study was twofold and is described as follows:

1. Ascertain local conditions and needs of Title VII Projects and other educational programs within the AIBEC service area.
2. Assist AIBEC in making decisions concerning the types of training areas or other services which should receive priority in development and availability.

It is AIBEC's contention that this study will bring together information that not only will assist the Center in its delivery of service, but will assist LEAs and IHEs in the planning and implementation of in-service and summer training sessions.

Instrument: The first draft of the Needs Assessment Questionnaire was developed at the American Indian Bilingual Education Center. After collaboration with Center staff, the instrument was revised and produced in its final form which was used in the study. Copy of the Needs Assessment Questionnaire appears on page 3 .

THE AIBEC SERVICE AREA DENOTING PROGRAM SITE AND LANGUAGE SPOKEN

A questionnaire to determine the nature and magnitude of the needs of limited English proficiency students and of the educators, administrators and parents who serve this student population.

The American Indian Bilingual Education Center solicits your timely cooperation in filling out this questionnaire designed to provide data necessary for appraisal of your needs for bilingual training services which are available through our Center.

We would appreciate your response by no later than February 15, 1980. This would allow us to incorporate your training needs into the design of our proposed services for the 1980-1981 fiscal year.

If additional information is needed regarding this questionnaire, please feel free to contact our offices. Please return completed questionnaire in the enclosed self-addressed stamped envelope to:

Carlos E. Pecos, Director
American Indian Bilingual Education Center
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Thank you for your cooperation.

Sincerely,

Carlos E. Pecos

Carlos E. Pecos
Director

American Indian Bilingual Education Center

Name of LEA, IHE, or SEA _____ **Date** _____

Administrator/Respondent _____ **Title** _____

I. A. Are you currently implementing a Title VII bilingual program? ..... Yes ___ No ___

B. If yes, is it multi-year funding? ..... Yes ___ No ___

Period of funding: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___

If no, is your school interested in applying for Federal assistance to implement a Title VII program? ..... Yes ___ No ___

C. How many professionals are involved in your bilingual program? (Administrators and Teachers) ..... _____

How many paraprofessionals? (Teacher Aides and Parents) ..... _____

D. Where does your staff pursue Summer Course Training? _____

_____

E. What system(s) of language dominance screening do you apply for child placement purposes? _____

_____

F. What kind of language ability testing do you carry out in English? _____

_____

II. Please indicate the non-English language(s)* identified in your district and the number of students in each grade level for each language.

In the Indian language? _____

NUMBER OF STUDENTS PER GRADE LEVEL

Grade / Non-English Language	Early Childhood	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

*Apache, Navajo, Tewa, Tiwa, Towa, Keresan, Zunean, Havasupai, Hualapai, Hopi, Papago, Pima, Ute, other.

III. Please indicate the types of activities preferred for addressing the training needs reflected in the succeeding charts (IV-VII)

ACTIVITIES	PARTICIPANTS			
	Teachers	Administrators	Paraprofessionals	Parents
Needs Analysis				
Inservice Workshops				
Seminars or Institutes				
Technical Assistance by Professional Consultants				
Other:				

The following three charts list areas of training, administrators, paraprofessionals and parents involved in bilingual programs. Please rate your need for training in these areas by marking the appropriate column under "Extent of Need."

IV. TEACHER TRAINING AREAS	EXTENT OF NEED		
	No need	Some need	Great need
1. Materials selection			
2. Evaluating bilingual materials			
3. Adapting materials for bilingual classes			
4. Developing teacher-made materials			
5. Integrating American Indian culture into the school curriculum			
6. Native Language literacy skills			
7. Evaluating student performance			
8. Student selection and placement			
9. Diagnosing learning problems			
10. Testing for language dominance			
11. Teaching language arts (English & Native Language)			
12. Bilingual teaching strategies			
13. Linguistics			
14. Teaching English as a second language			
15. Using paraprofessionals			
16. Teaching reading in the bilingual program			
17. Teaching content areas in the bilingual program			
18. Early childhood education for bilingual children			
19. Cultural awareness training			
20. Classroom management & discipline			
21. Facilitating parent involvement			
22. Using community resources			
23. Coordinating the bilingual program with the overall school curriculum			
24. Evaluating the bilingual program			
25. Disseminating information about the program to parents, other teachers, other projects, etc.			
26. Bilingual laws and legislation			
27. Other:			

V. ADMINISTRATOR TRAINING AREAS	EXTENT OF NEED		
	No need	Some need	Great need
1. Evaluating and progress			
2. Student selection and placement			
3. Facilitating parent involvement			
4. Identifying & using community resources			
5. Coordinating the bilingual program with the overall school curriculum			
6. Evaluating the bilingual program			
7. Disseminating information to parents, teachers, other project directors, etc. (newsletter, brochures)			
8. Bilingual laws and legislation			
9. Bilingual program planning, organization (bookkeeping, scheduling records)			
10. Proposal development			
11. Staff development/inservice training for staff			
12. Native Language training			
13. Testing for language dominance			
14. Information on other bilingual programs			
15. Promoting public awareness of bilingual education			
16. Other:			

VI. PARAPROFESSIONAL TRAINING AREAS	EXTENT OF NEED		
	No need	Some need	Great need
1. Role of paraprofessionals in the classroom			
2. Training in basic skills			
3. Developing teacher-made materials			
4. Bilingual teaching strategies			
5. Tutoring students in the areas of language/reading or other content areas in the bilingual program			
6. Cultural awareness training			
7. Teaching language arts (English & Native Language)			
8. Early childhood education for bilingual children			
9. Native Language literacy skills			
10. Working effectively with lead teachers			
11. Teaching in the Native Language			
12. Bilingual laws and legislation			
13. Integrating American Indian culture into the school curriculum			
14. Home tutoring			
15. Other:			

VII. PARENT TRAINING AREAS	EXTENT OF NEED		
	No need	Some need	Great need
1. Role of the Advisory Council and Advisory Committee			
2. Role of parents in the classroom			
3. Bilingual teaching strategies			
4. Rationale for bilingual education			
5. Tutoring students in the areas of language reading or other content areas in the bilingual program			
6. Bilingual laws and legislation			
7. Information on other bilingual programs			
8. Working effectively with lead teacher			
9. Home tutoring			
10. Research on the effectiveness of bilingual education			

VIII. UNIVERSITY/COLLEGE COURSES WHICH WILL HELP MEET THE NEEDS OF THE BILINGUAL STAFF	EXTENT OF NEED		
	No need	Some need	Great need
1. Bilingual Bicultural Education and Curriculum Development			
2. Method of Teaching Navajo Language, History and Culture			
3. Methods and Materials in Indian Education			
4. Language Arts in the Elementary School			
5. Applied Linguistics			
6. Teaching of Reading			
7. Teaching the Native Language to the Native Speakers			
8. Second Language Pedagogy			
9. Education across Cultures			
10. Teaching English as a Second Language			
11. American Indian Art			
12. Navajo Language			
13. Others			

The instrument consists of a questionnaire to be filled out by project directors, teachers and paraprofessionals. The questionnaire is composed of eight items:

> The first item seeks to describe the project by asking about the type of program being implemented, the interest in applying for Title VII assistance, the number of administrators, teachers and paraprofessionals involved in the program, where staff pursues summer course training, the type of language dominance screening system(s) used, and the type of language ability testing carried out in English.
>
> The second item seeks to describe the students being served by asking about languages used in the project, number of students and their grade level. These first two items provide the demographic data for the study results.
>
> Item number three seeks to identify the types of activities preferred for addressing the training needs of teachers, administrators, paraprofessionals and parents.
>
> Items four, five, six and seven in the questionnaire concern training needs for teachers, administrators, paraprofessionals and parents. Directors respond to all four staff positions; others respond to their specific positions and may respond to the other positions if so desired.
>
> The last item, number 8, allows the respondent to identify the kinds of University/College courses which will help meet the needs of the bilingual staff.

Procedure: In order to obtain as large a respondent sampling as possible, it was decided to conduct the survey by mail. The instrument was revised accordingly to facilitate their completion by project directors, teachers and paraprofessionals. In addition to the questionnaire, telephone interviews and on-site visits were conducted by the AIBEC staff with twenty-two (22) Title VII Projects and other educational agencies in the service area in an attempt to: a) increase data return, and b) obtain

clarifying or additional information difficult to obtain through the questionnaire.

Following the development and printing of the instrument on January 17, 1980, the American Indian Bilingual Education Center sent out questionnaires to all Title VII projects within the service area on February 1, 1980. In addition, questionnaires were sent out to other independent Pueblo and Navajo schools not having a bilingual program but, who had earlier in the academic year expressed a concern for implementing such a program.

In order to improve the response rate and ensure representative results from teachers and paraprofessionals, a follow-up effort was implemented. This consisted of on-site visits and telephone interviews and was conducted during the period of February 17 to March 21, 1980. By March 24, 1980, a substantial number of questionnaires from the follow-up had been received. The return rate for responding projects was approximately 91%. The process of compiling and analyzing questionnaires was completed by March 31, 1980.

Results of Study: A total of 150 questionnaires from Title VII projects and other educational programs within the AIBEC service area were received and used in the data analysis. Most of the projects were represented by director, teacher, and paraprofessional data. As shown on Table 1, 11 are represented by director, teacher and paraprofessional; 5 are represented by teacher and paraprofessional; and 4 represented by director only.

TABLE NO. 1
Summary of Respondents to
AIBEC Needs Assessment Survey

LEA	Director(s)	Teachers	Para-prof.	Total
Piñon Boarding School	1	5	5	11
Cottonwood Day School	1	3	3	7
Window Rock Sch. Dist.#8	2	2	4	8
Chinle Sch. Dist. #24	4	6	5	15
Rough Rock Demon. School	1	1	2	4
Round Rock	1	2	7	10
Tuba City	1	12	5	18
Low Mountain		3	2	5
Flagstaff	1			1
Sanostee	1	4	2	7
Lukachukai Boarding Sch.	1	10	18	29
Kayenta		2	2	4
Nazlini BIA		2	2	4
Puerco Elem. School	1	2	3	6
Little Springer School		3	2	5
Magdalena	1	4	6	11
Santa Clara Pueblo	1			1
Dulce School District	1			1
Tularosa School District	1			1
Six Sandoval Pueblo Head Start		2	6	8
Jemez Pueblo				
Acoma Pueblo				
Grand Total				150

The description of Title VII projects and other educational programs being served by AIBEC is contained in Table 2. Follow-up telephone interviews with projects had to be conducted with projects who failed to respond to the Needs Assessment Questionnaire or to Item 1 of the questionnaire. Of the twenty-four (24) projects that responded, 20 or 83% were Title VII projects. The remaining 4 or 17% were non-Title VII, but did indicate interest in applying for federal assistance to implement a Title VII program. The number of professionals per project averaged 3.4 per project and the paraprofessionals averaged 7.6. There were several institutions of higher education (IHEs) identified. Among the most frequently indicated were UNM, NAU and NCC. Twenty-one (21) of the projects or 87% use a system(s) of language dominance screening. Several systems were identified. Twenty-two (22) of the projects or 92% use an English language ability testing instrument. The English language testing instrument most frequently identified was the Comprehensive Test of Basic Skills (CTBS).

The geographic distribution of students being served as reported by project directors, is contained in Table 3 and is broken down by Title VII Projects and other educational programs in AIBEC's service area. The Table also shows how the students are distributed according to language(s) used by the projects and the number of students and their grade level. Much of this data was obtained through follow-up telephone interviews with projects who failed to respond to the needs assessment questionnaire in

total or to Item 2 of the questionnaire. As expected, Navajo was the language reported for the most students, 87% of the total number. Of all the Navajo-speaking students represented in this sampling, 79% were found in the Arizona projects and 21% were found in the New Mexico projects. The distribution of reported students, according to grade level, show that about 33% of the students were in levels K through 3, about 36% were in grades PK through 6, about 19.3% were in grades K through 10, about 9.3% were in grades PK-12 and 2.4% were in the grades 9-12.

In response to the questionnaire Item 3 which referred to the types of activities preferred for addressing the training needs of teachers, administrators, paraprofessionals and parents, 72% preferred in-service workshops as the activity most desired. The remaining 28% chose seminars or institutes.

Training Needs: As noted on the questionnaire form, each project was asked to identify their training needs and the extent thereof, for teachers, administrators, paraprofessionals and parents. They were also asked to identify University/College courses which would help meet the needs of the bilingual staff. The following is a summary of the prioritized results of the survey:

1. Teacher Needs. An item by item analysis shows that the extent of need was great in the following areas:

   a. Facilitating Parent Involvement
   b. Adapting Materials for Bilingual Classes
   c. Teaching Reading in the Bilingual Program
   d. Native Language Literacy Skills
   e. Early Childhood Education for Bilingual Children
   f. Coordinating the Bilingual Program with the Overall School Curriculum

TABLE NO. 3
Distribution of Number of Students
Reported by Responding Project Directors
and/or other Administrators Across AIBEC Service Area

LEA	State	Estimated Pupil Partic.	Languages Served	Grades Being Served
Low Mtn. School Dist. Piñon Boarding, BIA	Arizona	755	Navajo	K-3
Flagstaff School District	Arizona	235	Navajo/Spanish	K-3
Chinle School District #24	Arizona	173	Navajo	K-6
Window Rock School District #8	Arizona	287	Navajo	K-12
Rock Point School	Arizona	326	Navajo	K-6
Kayenta School District #27	Arizona	338	Navajo	PK-12
Many Farms Chinle Boarding Sch.	Arizona	425	Navajo	4-6
Many Farms High School, BIA	Arizona	125	Navajo	9-12
Tuba City	Arizona	268	Navajo	PK-1
Rock Point Comm. School	Arizona	385	Navajo	K-10
Cottonwood Day Sch.	Arizona	29	Navajo	2-3
Rough Rock	Arizona	255	Navajo	PK-5
Lukachukai Boarding School	Arizona	362	Navajo	K-6
Kayenta	Arizona		Navajo	
Nazlini, BIA	Arizona	112	Navajo	K-5
Puerco Elementary Sch.	Arizona	519	Navajo	K-8
Little Singer School	Arizona		Navajo	
Sanostee Boarding Sch.	New Mex.	397	Navajo	K-8
Magdalena Public Sch.	New Mex.	136	Navajo	2-3
Crownpoint Eastern Agency	New Mexico	223	Navajo	K-6
Bloomfield Municipal Schools	New Mexico	260	Navajo	K-3

LEA	State	Estimated Pupil Partic.	Languages Served	Grades Being Served
Ramah Navajo School Board	New Mexico	223	Navajo	K-6
Jemez Springs School District	New Mexico	181	Keresan	1-6
Santa Clara Pueblo	New Mex.	106	Tewa	K-3
Acoma Pueblo	New Mex.	205	Keresan	1-3
Taos Municipal Sch.	New Mex.	40	Tewa	7-8
Tularosa School Dist.	New Mex.	124	Mescalero/Apache	K-6
Six Sandoval Headstart	New Mex.	120	Keresan	PK
Dulce School District	New Mex.	102	Jicarilla/Apache	K-2
Grand Total		6711		

NOTE: The reported numbers of students in this table are less than the actual number being served because not all projects provided number of students information.

g. Integrating American Indian Culture into the School Curriculum
h. Teaching Content Areas in the Bilingual Program
i. Developing Teacher-made Materials
j. Classroom Management and Discipline
k. Using Community Resources
l. Evaluating Bilingual Materials
m. Teaching Language Arts (English & Native Language)
n. Evaluating the Bilingual Program
o. Diagnosing Learning Problems

2. Administrator Needs. The training needs identified as great were in the areas of:

a. Facilitating Parent Involvement
b. Coordinating the Bilingual Program with the Overall School Curriculum
c. Evaluating the Bilingual Program
d. Promoting Public Awareness of Bilingual Education
e. Information on other Bilingual Programs
f. Identifying and Using Community Resources
g. Staff Development/In-service Training for Staff
h. Bilingual Laws and Legislation
i. Evaluating and Progress
j. Disseminating Information to Parents, Teachers, Other Project Directors, etc. (Newsletter, Brochures)

3. Paraprofessional Needs. Great need for paraprofessionals were identified in the following areas:

a. Bilingual Teaching Strategies
b. Early Childhood Education for Bilingual Children
c. Teaching Language Arts (English and Native Language)
d. Tutoring Students in the Areas of Language/Reading or Other Content Areas in the Bilingual Program
e. Developing Teacher-made Materials
f. Training in Basic Skills
g. Native Language Literacy Skills
h. Working Effectively with Lead Teachers
i. Bilingual Laws and Legislation
j. Integrating American Indian Culture Into the School Curriculum

4. Parent Needs. According to the respondents, the parents' most common great needs are in the following areas:

a. Role of Parents in the Classroom
b. Rationale for Bilingual Education
c. Tutoring Students in the Areas of Language Reading or Other Content Areas in the Bilingual Program
d. Bilingual Teaching Strategies
e. Role of the Advisory Council and Advisory Committee

f. Research on the Effectiveness of Bilingual Education
g. Working Effectively with Lead Teacher

5. University/College Courses Need. The following courses were identified as courses in great need which would help meet the needs of the bilingual staff:

a. Bilingual Bicultural Education and Curriculum Development
b. Teaching of Reading
c. Methods and Materials in Indian Education
d. Teaching the Native Language to the Native Speakers
e. Language Arts in the Elementary School
f. Applied Linguistics
g. Method of Teaching Navajo Language, History and Culture
h. Education Across Cultures

Based on the American Indian Bilingual Education Center's formal Needs Assessment Questionnaire and upon the continuous input of the LEA professional staffs during the current project period, the Center staff has validated the continuing need for in-service training programs throughout the current service area. The needs may vary according to many factors such as the students' and teachers' language and dialect dominance, the use of the language in the service area, the experience and previous training of bilingual staff, and the level of development of the bilingual program. Although there are many universal needs identified across programs, there are also a number of unique and specific needs to be serviced as well.

The following is a summary of the results of the survey for each Title VII Project and other educational programs in AIBEC's service area who responded to the questionnaire. The five training areas most frequently identified for each staff member are listed in the order of their priority.

Pinon Boarding School

Teacher Needs:

1. Adapting materials for bilingual classes
2. Integrating American Indian culture into the school curriculum
3. Facilitating parent involvement
4. Evaluating bilingual materials
5. Native Language literacy skills

Administrator Needs:

1. Facilitating parent involvement
2. Evaluating the bilingual program
3. Identifying & using community resources
4. Bilingual laws and legislation
5. Bilingual program planning, organization (bookkeeping, scheduling records)

Paraprofessional Needs:

1. Training in basic skills
2. Bilingual teaching strategies
3. Early childhood education for bilingual children
4. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
5. Teaching language arts (English & Native Language)

Parent Needs:

1. Role of parents in the classroom
2. Bilingual teaching strategies
3. Rationale for bilingual education
4. Role of the Advisory Council and Advisory Committee
5. Tutoring students in the areas of language reading or other content areas in the bilingual program

College/University Needs:

1. Bilingual Bicultural Education and Curriculum Development
2. Language Arts in the Elementary School
3. Applied Linguistics
4. Teaching of Reading
5. Second Language Pedagogy

Chinle School District #24

Teacher Needs:

1. Adapting materials for bilingual classes
2. Developing teacher-made materials
3. Native Language literacy skills
4. Teaching English as a second language
5. Using paraprofessionals
6. Teaching reading in the bilingual program
7. Teaching content areas in the bilingual program
8. Early childhood education for bilingual children

Administrator Needs:

1. Coordinating the bilingual program with the overall school curriculum

Paraprofessional Needs:

1. Role of paraprofessionals in the classroom
2. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
3. Teaching language arts (English & Native Language)
4. Native Language literacy skills
5. Working effectively with lead teachers
6. Teaching in the Native Language

Parent Needs:

1. Role of parents in the classroom
2. Bilingual laws and legislation
3. Home tutoring

College/University Needs:

1. Teaching of Reading
2. Teaching the Native Language to the Native Speakers
3. Second Language Pedagogy

Cottonwood Day School

Teacher Needs:

1. Teaching reading in the bilingual program
2. Evaluating bilingual materials
3. Early childhood education for bilingual education
4. Developing teacher-made materials
5. Native Language literacy skills

Administrator Needs:

1. Evaluating and progress
2. Student selection and placement
3. Facilitating parent involvement
4. Identifying & using community resources
5. Coordinating the bilingual program with the overall school curriculum

Paraprofessional Needs:

1. Early childhood education for bilingual children
2. Developing teacher-made materials
3. Teaching language arts (English & Native Language)
4. Native Language literacy skills
5. Bilingual laws and legislation

Parent Needs:

1. Role of parents in the classroom
2. Rationale for bilingual education
3. Bilingual laws and legislation
4. Working effectively with lead teacher
5. Research on the effectiveness of bilingual education

College/University Needs:

1. Methods and Materials in Indian Education
2. Teaching of Reading
3. Teaching English as a Second Language
4. Bilingual Bicultural Education and Curriculum Development
5. Language Arts in the Elementary School

Window Rock School District #8

Teacher Needs:

1. Evaluating bilingual materials
2. Developing teacher-made materials
3. Evaluating student performance
4. Testing for language dominance
5. Teaching language arts (English & Native Language)

Administrator Needs:

1. Coordinating the bilingual program with the overall school curriculum

2. Information on other bilingual programs
3. Promoting public awareness of bilingual education
4. Evaluating and progress
5. Facilitating parent involvement

Paraprofessional Needs:

1. Early childhood education for bilingual children
2. Native Language literacy skills
3. Bilingual teaching strategies
4. Teaching language arts (English & Native Language)
5. Working effectively with lead teachers

Parent Needs:

1. Bilingual teaching strategies
2. Rationale for bilingual education
3. Role of the Advisory Council and Advisory Committee
4. Role of parents in the classroom
5. Tutoring students in the areas of language reading or other content areas in the bilingual program

College/University Needs:

1. Bilingual Bicultural Education and Curriculum Development
2. Applied Linguistics
3. Teaching of Reading
4. Teaching the Native Language to the Native Speakers
5. Education across Cultures
6. Navajo Language

Round Rock

Teacher Needs:

1. Using community resources
2. Facilitating parent involvement
3. Evaluating bilingual materials
4. Adapting materials for bilingual classes
5. Integrating American Indian culture into the school curriculum

Administrator Needs:

1. Facilitating parent involvement

2. Identifying & using community resources
3. Native Language training
4. Testing for language dominance
5. Information on other bilingual programs

Paraprofessional Needs:

1. Developing teacher-made materials
2. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
3. Training in basic skills
4. Early childhood education for bilingual children
5. Working effectively with lead teachers

Parent Needs:

1. Role of the Advisory Council and Advisory Committee
2. Role of parents in the classroom
3. Bilingual teaching strategies
4. Working effectively with lead teacher
5. Research on the effectiveness of bilingual education

College/University Needs:

1. Navajo Language
2. American Indian Art
3. Education across Cultures
4. Methods and Materials in Indian Education
5. Method of Teaching Navajo Language, History and Culture

Rough Rock Demonstration School

Teacher Needs:

1. Evaluating bilingual materials
2. Student selection and placement
3. Testing for language dominance
4. Linguistics
5. Coordinating the bilingual program with the overall school curriculum

Administrator Needs:

1. Student selection and placement
2. Identifying & using community resources
3. Coordinating the bilingual program with the overall school curriculum

4. Evaluating the bilingual program
5. Disseminating information to parents, teachers, other project directors, etc. (newsletter, brochures)

Paraprofessional Needs:

1. Training in basic skills
2. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
3. Teaching language arts (English & Native Language)
4. Native Language literacy skills
5. Working effectively with lead teachers

Parent Needs:

1. Tutoring students in the areas of language reading or other content areas in the bilingual program
2. Bilingual laws and legislation
3. Information on other bilingual programs
4. Research on the effectiveness of bilingual education

College/University Needs:

1. Bilingual Bicultural Education and Curriculum Development
2. Applied Linguistics
3. Education across Cultures

Low Mountain

Teacher Needs:

1. Developing teacher-made materials
2. Native Language literacy skills
3. Bilingual teaching strategies
4. Classroom management & discipline
5. Facilitating parent involvement

Administrator Needs:

1. Student selection and placement
2. Facilitating parent involvement
3. Identifying & using community resources
4. Staff development/inservice training for staff
5. Coordinating the bilingual program with the overall school curriculum

Paraprofessional Needs:

1. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
2. Early childhood education for bilingual children
3. Training in basic skills
4. Native Language literacy skills
5. Integrating American Indian culture into the school curriculum

Parent Needs:

1. Role of the Advisory Council and Advisory Committee
2. Role of parents in the classroom
3. Working effectively with lead teacher
4. Home tutoring
5. Bilingual teaching strategies

College/University Needs:

1. Methods and Materials in Indian Education
2. American Indian Art
3. Navajo Language
4. Teaching of Reading
5. Teaching English as a Second Language

Flagstaff

Teacher Needs:

1. Developing teacher-made materials
2. Native Language literacy skills
3. Facilitating parent involvement
4. Coordinating the bilingual program with the overall school curriculum
5. Evaluating the bilingual program
6. Disseminating information about the program to parents, other teachers, other projects, etc.

Sanostee

Teacher Needs:

1. Teaching English as a Second Language
2. Evaluating the bilingual program
3. Developing teacher-made materials

4. Integrating American Indian culture into the school curriculum
5. Evaluating student performance

Administrator Needs:

1. Facilitating parent involvement
2. Bilingual laws and legislation
3. Evaluating and progress
4. Student selection and placement
5. Identifying & using community resources

Paraprofessional Needs:

1. Role of paraprofessionals in the classroom
2. Training in basic skills
3. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
4. Cultural awareness training
5. Early childhood education for bilingual children

Parent Needs:

1. Tutoring students in the areas of language reading or other content areas in the bilingual program
2. Bilingual laws and legislation
3. Role of the Advisory Council and Advisory Committee
4. Role of parents in the classroom
5. Information on other bilingual programs

College/University Needs:

1. Method of Teaching Navajo Language, History and Culture
2. Applied Linguistics
3. Teaching of Reading
4. Language Arts in the Elementary School
5. Teaching the Native Language to the Native Speakers

Lukachukai Boarding School

Teacher Needs:

1. Bilingual laws and legislation
2. Adapting materials for bilingual classes

3. Native Language literacy skills
4. Teaching reading in the bilingual program
5. Teaching content areas in the bilingual program

Administrator Needs:

1. Evaluating and progress
2. Student selection and placement
3. Facilitating parent involvement

Paraprofessional Needs:

1. Role or paraprofessionals in the classroom
2. Training in basic skills
3. Developing teacher-made materials
4. Early childhood education for bilingual children
5. Bilingual teaching strategies

Parent Needs:

1. Research on the effectiveness of bilingual education
2. Home tutoring
3. Working effectively with lead teacher
4. Rationale for bilingual education
5. Role of the Advisory Council and Advisory Committee

College/University Needs:

1. Bilingual Bicultural Education and Curriculum Development
2. Method of Teaching Navajo Language, History and Culture
3. Education across Cultures
4. American Indian Art
5. Language Arts in the Elementary School

Kayenta

Teacher Needs:

1. Bilingual teaching strategies
2. Teaching reading in the bilingual program
3. Teaching content areas in the bilingual program
4. Coordinating the bilingual program with the overall school curriculum
5. Disseminating information about the program to parents, other teachers, other projects, etc.

Administrator Needs:

1. Evaluating the bilingual program
2. Disseminating information to parents, teachers, other project directors, etc. (newsletter, brochures)
3. Facilitating parent involvement
4. Identifying & using community resources
5. Coordinating the bilingual program with the overall school curriculum

Paraprofessional Needs:

1. Bilingual teaching strategies
2. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
3. Cultural awareness training
4. Teaching language arts (English & Native Language)
5. Native Language literacy skills

Parent Needs:

1. Rationale for bilingual education
2. Tutoring students in the areas of language reading or other content areas in the bilingual program
3. Research on the effectiveness of bilingual education

College/University Needs:

1. Method of Teaching Navajo Language, History and Culture
2. Teaching the Native Language to the Native Speakers
3. Methods and Materials in Indian Education
4. Teaching of Reading
5. Education across Cultures

Nazlini

Teacher Needs:

1. Evaluating bilingual materials
2. Teaching reading in the bilingual program
3. Teaching content areas in the bilingual program
4. Early childhood education for bilingual children
5. Adapting materials for bilingual classes

Administrator Needs:

1. Evaluating and progress
2. Coordinating the bilingual program with the overall school curriculum
3. Evaluating the bilingual program
4. Bilingual laws and legislation
5. Staff development/inservice training for staff

Paraprofessional Needs:

1. Bilingual teaching strategies
2. Early childhood education for bilingual children
3. Native Language literacy skills
4. Bilingual laws and legislation
5. Training in basic skills

Parent Needs:

1. Role of the Advisory Council and Advisory Committee
2. Rationale for bilingual education
3. Bilingual laws and legislation
4. Role of parents in the classroom
5. Tutoring students in the areas of language reading or other content areas in the bilingual program

College/University Needs:

1. Methods and Materials in Indian Education
2. American Indian Art
3. Navajo Language
4. Bilingual Bicultural Education and Curriculum Development
5. Method of Teaching Navajo Language, History and Culture

Puerco Elementary School

Teacher Needs:

1. Using paraprofessionals
2. Integrating American Indian culture into the school curriculum
3. Native Language literacy skills
4. Evaluating student performance
5. Diagnosing learning problems

Administrator Needs:

1. Facilitating parent involvement
2. Coordinating the bilingual program with the overall school curriculum
3. Information on other bilingual programs
4. Promoting public awareness of bilingual education
5. Testing for language dominance

Paraprofessional Needs:

1. Bilingual teaching strategies
2. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
3. Teaching language arts (English & Native Language)
4. Native Language literacy skills
5. Early childhood education for bilingual children

Parent Needs:

1. Role of parents in the classroom
2. Tutoring students in the areas of language reading or other content areas in the bilingual program
3. Working effectively with lead teacher
4. Role of the Advisory Council and Advisory Committee
5. Bilingual teaching strategies

College/University Needs:

1. Language Arts in the Elementary School
2. Second Language Pedagogy
3. Teaching English as a Second Language
4. Navajo Language

Little Singer School

Teacher Needs:

1. Materials selection
2. Evaluating bilingual materials
3. Adapting materials for bilingual classes
4. Developing teacher-made materials
5. Native Language literacy skills

Administrator Needs:

1. Evaluating and progress
2. Facilitating parent involvement
3. Coordinating the bilingual program with the overall school curriculum
4. Bilingual laws and legislation
5. Disseminating information to parents, teachers, other project directors, etc. (newsletter, brochures)

Paraprofessional Needs:

1. Role of paraprofessionals in the classroom
2. Native Language literacy skills
3. Home tutoring
4. Cultural awareness training
5. Teaching language arts (English & Native Language)

Magdalena

Teacher Needs:

1. Teaching English as a second language
2. Diagnosing learning problems
3. Facilitating parent involvement
4. Classroom management & discipline
5. Using paraprofessionals

Paraprofessional Needs:

1. Developing teacher-made materials
2. Bilingual teaching strategies
3. Working effectively with lead teachers
4. Bilingual laws and legislation

Parent Needs:

1. Role of parents in the classroom
2. Tutoring students in the areas of language reading or other content areas in the bilingual program
3. Working effectively with lead teacher
4. Home tutoring
5. Bilingual teaching strategies

College/University Needs:

1. Teaching of Reading
2. Second Language Pedagogy
3. Teaching the Native Language to the Native Speakers
4. Applied Linguistics
5. Methods and Materials in Indian Education

Santa Clara Pueblo

Teacher Needs:

1. Developing teacher-made materials
2. Facilitating parent involvement
3. Coordinating the bilingual program with the overall school curriculum

Administrator Needs:

1. Bilingual program planning, organization (bookkeeping, scheduling records)
2. Staff development/inservice training for staff
3. Promoting public awareness of bilingual education

Paraprofessional Needs:

1. Developing teacher-made materials

Parent Needs:

1. Role of the Advisory Council and Advisory Committee
2. Role of parents in the classroom
3. Bilingual teaching strategies

College/University Needs:

1. Bilingual Bicultural Education and Curriculum Development

Dulce (some need identified)

Teacher Needs:

1. Materials selection
2. Evaluating bilingual materials

3. Adapting materials for bilingual classes
4. Developing teacher-made materials
5. Integrating American Indian culture into the school curriculum
6. Native Language literacy skills
7. Testing for language dominance
8. Teaching language arts (English & Native Language)
9. Bilingual teaching strategies
10. Linguistics
11. Teaching English as a second language
12. Using paraprofessionals
13. Teaching reading in the bilingual program
14. Teaching content areas in the bilingual program
15. Early childhood education for bilingual children
16. Cultural awareness training
17. Facilitating parent involvement
18. Using community resources
19. Coordinating the bilingual program with the overall school curriculum
20. Evaluating the bilingual program

Administrator Needs:

1. Facilitating parent involvement
2. Identifying & using community resources
3. Coordinating the bilingual program with the overall school curriculum
4. Evaluating the bilingual program

Paraprofessional Needs:

1. Role of paraprofessionals in the classroom
2. Training in basic skills
3. Developing teacher-made materials
4. Bilingual teaching strategies
5. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
6. Cultural awareness training
7. Teaching language arts (English & Native Language)
8. Early childhood education for bilingual children
9. Working effectively with lead teachers
10. Integrating American Indian culture into the school curriculum
11. Home tutoring

Parent Needs:

1. Role of the Advisory Council and Advisory Committee

2. Role of parents in the classroom
3. Bilingual teaching strategies
4. Rationale for bilingual education
5. Tutoring students in the areas of language reading or other content areas in the bilingual program
6. Working effectively with lead teacher
7. Home tutoring
8. Research on the effectiveness of bilingual education

College/University Needs:

1. Bilingual Bicultural Education and Curriculum Development
2. Methods and Materials in Indian Education
3. Language Arts in the Elementary School
4. Applied Linguistics
5. Teaching the Native Language to the Native Speakers
6. Second Language Pedagogy
7. Education across Cultures
8. Teaching English as a Second Language

Tularosa School District (some need identified)

Teacher Needs:

1. Adapting materials for bilingual classes
2. Developing teacher-made materials
3. Student selection and placement
4. Testing for language dominance
5. Teaching English as a Second Language
6. Facilitating parent involvement

Paraprofessional Needs:

1. Developing teacher-made materials
2. Teaching language arts (English & Native Language)

College/University Needs:

1. Bilingual Bicultural Education and Curriculum Development
2. Methods and Materials in Indian Education
3. Teaching English as a Second Language
4. American Indian Art

Six Sandoval Head Start

Teacher Needs:

1. Developing teacher-made materials
2. Early childhood education for bilingual children
3. Facilitating parent involvement
4. Integrating American Indian culture into the school curriculum
5. Teaching language arts (English & Native Language)

Administrator Needs:

1. Proposal development
2. Student selection and placement
3. Facilitating parent involvement
4. Coordinating the bilingual program with the overall school curriculum
5. Disseminating information to parents, teachers, other project directors, etc. (newsletter, brochures)

Paraprofessional Needs:

1. Developing teacher-made materials
2. Bilingual teaching strategies
3. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
4. Teaching language arts (English & Native Language)
5. Early childhood education for bilingual children

Parent Needs:

1. Tutoring students in the areas of language reading or other content areas in the bilingual program
2. Role of parents in the classroom
3. Bilingual teaching strategies
4. Working effectively with lead teacher
5. Home tutoring

College/University Needs:

1. Methods and Materials in Indian Education
2. Bilingual Bicultural Education and Curriculum Development
3. Teaching the Native Language to the Native Speakers

4. Education across Cultures
5. Language Arts in the Elementary School

Tuba City

Teacher Needs:

1. Adapting materials for bilingual classes
2. Developing teacher-made materials
3. Integrating American Indian culture into the school curriculum
4. Evaluating bilingual materials
5. Materials selection

Administrator Needs:

1. Coordinating the bilingual program with the overall school curriculum
2. Evaluating the bilingual program
3. Promoting public awareness of bilingual education
4. Evaluating and progress
5. Student selection and placement

Paraprofessional Needs:

1. Developing teacher-made materials
2. Bilingual teaching strategies
3. Training in basic skills
4. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
5. Early childhood education for bilingual children

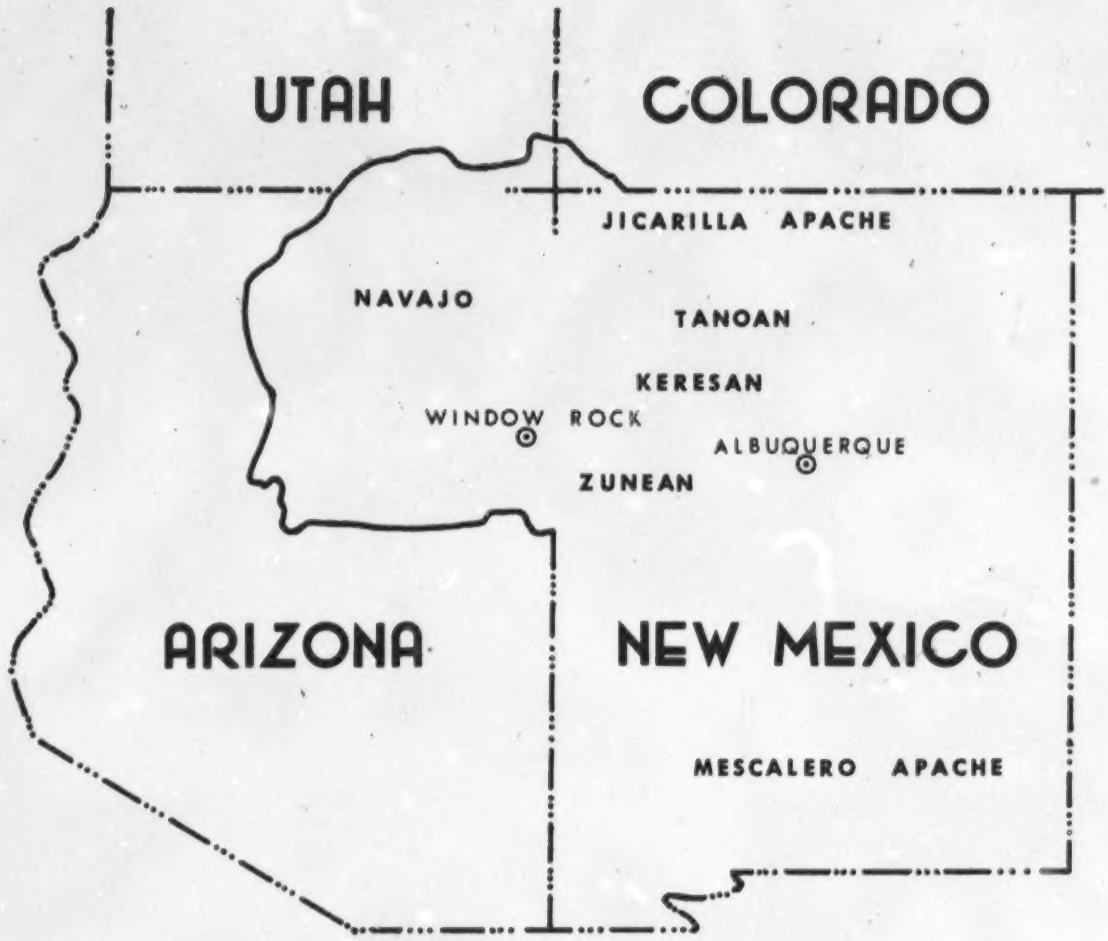
Parent Needs:

1. Research on the effectiveness of bilingual education
2. Information on other bilingual programs
3. Tutoring students in the areas of language/ reading or other content areas in the bilingual program
4. Rationale for bilingual education
5. Bilingual teaching strategies

College/University Needs:

1. Teaching of Reading
2. Teaching the Native Language to the Native Speakers
3. American Indian Art
4. Methods and Materials in Indian Education
5. Language Arts in the Elementary School

THE AIBEC SERVICE AREA



The American Indian Bilingual Education Center is part of the National Network of Centers for Bilingual Education. The Center provides support services in Bilingual/Bicultural Education to American Indian Local Education Agencies (LEA's), Institutions of Higher Education (IHE's), State Educational Agencies (SEA's) and other educational programs. These support services include programmatic and technical assistance as well as teacher training for E.S.E.A. American Indian Title VII projects. In addition to providing such services, the Center serves as a link between the LEA's, MDC's, and DAC's.